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ABSTRACT

The underrepresentation of Hispanics, Blacks, and American Indians on school and college campuses is a serious and complex problem. New initiatives are needed to increase the number of minority students prepared for university study and to ensure that they receive the assistance necessary to enroll and remain in college. One aspect of this initiative should be the recruitment and retention of ethnic minority faculty, staff, and administrators. In the recruitment process: (1) the stated priorities of the campus mission statement should be considered; (2) search committees must take a proactive posture in searching out ethnic minority candidates; (3) the position description should be carefully written; and (4) a member of the search committee should be named the affirmative action advocate. The search committee should keep in mind that affirmative action candidates often do not have as long an experience trail as other candidates, but bring to the position special ethnic strengths and resources. Special efforts for recruiting and retaining minority faculty are described. (JDD)

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THE CHALLENGE OF DEVELOPING EFFECTIVE STRATEGIES TO RECRUIT AND RETAIN ETHNIC MINORITY FACULTY

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THE CHALLENGE OF DEVELOPING EFFECTIVE STRATEGIES TO RECRUIT AND RETAIN ETHNIC MINORITY FACULTY

BY

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I AM PLEASED AND HONORED TO HAVE BEEN INVITED TO BE ONE OF THE SPEAKERS AT THIS ANNUAL FACULTY AND STAFF DIVERSITY CONFERENCE. YOUR MEETING THIS YEAR IS ESPECIALLY IMPORTANT, GIVEN THE NEWLY ENACTED MANDATES OF AB 1725. AS YOU ARE VERY MUCH AWARE, THE CHALLENGE OF DEVELOPING EFFECTIVE STRATEGIES TO RECRUIT AND RETAIN ETHNIC MINORITY FACULTY HAS SUDDENLY BECOME MORE CENTRAL, MORE IMPORTANT, AND MORE PRESSING AS A RESULT OF THAT LEGISLATION.

IN MY REMARKS THIS MORNING, I WANT TO ADDRESS THESE CONCERNS, BUT WANT TO EMPHASIZE THAT WHAT I AM URGING IN ALL OF THIS IS THAT OUR EFFORTS SHOULD BE BASED ON A RECOGNITION OF THE GROWING

IMPORTANCE OF THE YOUTH OF AMERICA IN THE COMING DECADES. ALTHOUGH IT IS CERTAINLY TRUE THAT THE YOUTH OF A NATION ARE PERHAPS THE MOST IMPORTANT RESOURCE IN ANY AGE, GIVEN THE MAJOR CHANGES OUR NATION HAS UNDERGONE IN RECENT TIMES, THEY ARE GOING TO BE PARTICULARLY CRITICAL FOR US IN THE NEXT DECADE. I WANT TO STRESS ETHNIC DIMENSIONS OF THAT NEW REALITY, AND WHY THAT ASPECT OF AMERICA'S CHALLENGE MUST BE AT THE TOP OF THIS NATION'S PRIORITIES IN THE NEXT TEN YEARS.

THE UNDERREPRESENTATION OF HISPANICS, BLACKS, AND AMERICAN INDIANS ON SCHOOL AND COLLEGE CAMPUSES CONTINUES TO BE A SERIOUS AND COMPLEX PROBLEM. IT IS A PROBLEM THAT, DESPITE THE EFFORTS OF THE LAST TEN YEARS, WE REALLY HAVE NOT MADE MUCH PROGRESS IN SOLVING. AND IT IS A PROBLEM, I HASTEN TO INSIST, THAT, GIVEN THE DEMOGRAPHICS, HAS MAJOR NATIONAL IMPLICATIONS THAT GO BEYOND SIMPLISTIC NOTIONS ABOUT THE IMPORTANCE OF THIS CONCERN--ONLY BECAUSE PEOPLE OF COLOR NEED A HELPING HAND.

IT SEEMS TO ME THAT, IN ANY DISCUSSION OF THE PROBLEM OF

MINORITY UNDERREPRESENTATION IN HIGHER EDUCATION, THERE ARE TWO UNDERGIRDING ELEMENTS OR ISSUES THAT WE SHOULD MAKE CLEAR AND EXPLICIT. THE FIRST INVOLVES THE RELATIONSHIP BETWEEN EDUCATION AND POWER; THE SECOND HAS TO DO WITH THE NOT SO POPULAR CONCEPT THESE DAYS OF SOCIAL JUSTICE, AND HOW THIS CONCEPT SEEMS TO PLAY OUT IN THE CURRENT, MUCH PUBLICIZED CONCERN FOR QUALITY AND THE REFORM OF EDUCATION IN AMERICA.

WITH REGARD TO THE FIRST OF THESE, I AM ABSOLUTELY CONVINCED OF THE DIRECT LINK BETWEEN POWER AND EDUCATION FOR MINORITIES. FOR BLACKS AND HISPANICS, ESPECIALLY, EDUCATION IS THE SUREST ROUTE TO PERMANENT EMPOWERMENT. AND BECAUSE EDUCATION PROVIDES THE MEANS BY WHICH MINORITY PEOPLE CAN MOVE THEIR LIVES FROM BONDAGE TOWARD MEANINGFUL FREEDOM, I BELIEVE THAT TO DENY MINORITY PEOPLE AN EDUCATION IS IMMORAL AND CRIMINAL.

AS TO THE SECOND ISSUE, I HAVE SOME VERY SERIOUS MISGIVINGS ABOUT HOW THINGS ARE PLAYING OUT FOR ETHNIC MINORITIES THESE DAYS IN STRAIGHT HUMAN JUSTICE TERMS. EQUALITY OF EDUCATIONAL

OPPORTUNITY HAS BEEN REPLACED AS A CENTRAL ISSUE IN THE PUBLIC DEBATES ON ACCESS TO PUBLIC AND HIGHER EDUCATION BY "ACADEMIC EXCELLENCE." THE PREVAILING CURRENT RHETORIC EMPHASIZES THE NEED TO IMPROVE STANDARDS, TO REFORM AND UPGRADE WHAT WE REQUIRE OF ENTERING STUDENTS, AND TO INSIST THAT STUDENT PERFORMANCE ON STANDARDIZED TESTS IS THE BEST YARDSTICK BY WHICH TO MEASURE PROGRESS AND IMPROVEMENTS IN THE SCHOOLS, COLLEGES, AND UNIVERSITIES OF THE NATION. THE NEWLY PROCLAIMED INTENT IS TO DO ALL OF THIS IN ORDER TO GRADUATE HIGHER-ACHIEVING STUDENTS. BUT THE UNDERCURRENT IN TOO MUCH OF THIS NEW WAVE OF PRONOUNCEMENTS IS THAT WE NEED TO LIMIT ACCESS TO OUR SCHOOLS AND COLLEGES TO THOSE INDIVIDUALS JUDGED TO BE BEST PREPARED, AND WHO ARE IDENTIFIED BY VIRTUE OF TEST SCORES AS DESTINED TO BE GOOD COLLEGE MATERIAL. BERNARD HARLESTON, PRESIDENT OF THE CITY COLLEGE OF NEW YORK IS EXACTLY ON THE MARK WHEN HE ASKS:

> "BUT WHAT OF THOSE WHO BY VIRTUE OF THE CIRCUMSTANCE OF THEIR BIRTH OR THEIR EARLY EXPOSURE, THE COLOR OF

THEIR SKIN OR THEIR SPANISH SURNAME, ARE DESTINED, WITHOUT ACCESS TO EDUCATION, TO BE EXCLUDED FROM THE JOB MARKET, THE HOUSING MARKET, THE MARKETPLACE OF LIFE? SHOULD NOT ALL WHO WANT HIGHER EDUCATION HAVE THAT OPPORTUNITY, NOT JUST THOSE WHOM CIRCUMSTANCE PERMITTED TO GO TO THE BEST PRIMARY AND SECONDARY SCHOOLS UNDER THE BEST CIRCUMSTANCE?"

"LOOK AT THE FACTS AND BEGIN AT THE BEGINNING. WHAT DOES IT MEAN THAT FORTY AND FIFTY PERCENT OF THE KIDS IN OUR URBAN HIGH SCHOOLS DROP OUT, AND WHAT OF THE EVEN HIGHER CUMULATIVE DROPOUT RATE OF MINORITY TEENAGERS? WE MUST TALK FIRST ABOUT AND ACT FIRST ON THE ISSUE OF HOW WE KEEP THESE YOUNG PEOPLE IN SCHOOL. THEN WE CAN TALK AND ACT ON HOW WE UPGRADE AND ENSURE THE QUALITY OF THEIR EDUCATIONAL EXPERIENCES. THIS IS THE REALITY OF THE PRESENT CRISIS IN AMERICA'S EDUCATION. IF WE DO NOT

CONFRONT DIRECTLY, OPENLY, AND WITH COMPASSION, THE REALITIES OF THE DROPOUT PHENOMENON, OUR COLLECTIVE CONCERN ABOUT 'QUALITY' WILL AMOUNT TO A FUNCTIONAL HILL OF BEANS--AND WILL LACK INTEGRITY AND MORAL PERSUASION."

IRVING SPITZBERG PUTS IT MORE DIRECTLY:

"IT IS IMPERATIVE THAT EVERY DISCUSSION OF QUALITY ACKNOWLEDGE AND REJECT ANY COST IN TERMS OF OPPORTUNITY AND THAT STANDARDS BE CONSTRAINED BY AN EQUALLY STRONG COMMITMENT TO EQUITY. IT WILL NOT BE GOOD ENOUGH TO INVOKE QUALITY IF WE FORGET EQUITY. NOR WILL WE CREATE EQUALITY OF OPPORTUNITY IF OUR STRATEGIES FOR EQUITY ARE AT THE EXPENSE OF THE QUALITY OF THE OPPORTUNITY. WE WILL ACHIEVE NEITHER EQUITY NOR QUALITY IF WE DO NOT GIVE CAREFUL ATTENTION TO OUR POLICY GOALS AND TO THE STRATEGIES FOR IMPLEMENTING CHANGE CONSISTENT WITH THESE

GOALS."

FOR ME, THE ACCESS DIMENSIONS OF THE ISSUE BOIL DOWN TO THE SIMPLE MATTER OF WHAT IS RIGHT, AND OF RECOGNIZING THE IMPORTANCE OF EDUCATION FOR MINORITIES DURING THESE TIMES. IT IS A QUESTION OF FAIRNESS AND INTEGRITY AS WELL AS EQUITY. I DECRY THE INDISPUTABLE FACT THAT BLACKS, HISPANICS, AND AMERICAN INDIANS COMPRISE A DISPROPORTIONATELY HIGHER PERCENTAGE OF THOSE VICTIMIZED BY THE RECENT CUTS IN FEDERAL FINANCIAL AID FOR COLLEGE-AGE NEEDY STUDENTS. I AM VERY DISTRESSED OVER THE DECREASE WE HAVE EXPERIENCED IN MINORITY COLLEGE ENROLLMENTS ACROSS THE COUNTRY DURING THE PAST NINE YEARS.

THE FACT IS THAT THE STATUS OF HISPANICS AND BLACKS AT THE POST-SECONDARY LEVEL TODAY IS INDEED BLEAK. UNTIL THE LATE 1960'S, THE PARTICIPATION OF HISPANICS AT THE COLLEGE LEVEL WAS ALMOST NEGLIGIBLE. THE SAME WAS TRUE OF BLACKS. HOWEVER, IMPROVEMENT IN THE PARTICIPATION RATES OF HISPANICS AND OTHER MINORITIES DID OCCUR

IN THE LATE 60'S AND EARLY 70'S, PARALLELING THE CIVIL RIGHTS ERA AND EQUAL OPPORTUNITY EFFORTS AT THE K-12 LEVEL. BUT THOSE IMPROVEMENTS WERE SHORT-LIVED FOR, AS THE REALITY OF THE 80'S SHOWS US ONLY TOO CLEARLY, THE NATIONAL COLLEGE-GOING RATE OF HISPANICS AND BLACKS LEVELED OFF, AND OVERALL HAS BEEN DECLINING FOR TEN YEARS NOW.

SINGLING OUT THE CASE OF HISPANICS, TWO THINGS ARE IMPORTANT TO NOTE. FIRST, SOME OF THOSE DECREASES IN THE PROPORTION OF MEXICAN-AMERICAN STUDENTS, IN PARTICULAR, ARE EVEN MORE PRONOUNCED THAN HAS BEEN PUBLICIZED, SINCE THEY HAVE BEEN MASKED BY INCREASES IN THE ENROLLMENT OF THOSE CLASSIFIED AS "OTHER" HISPANICS. AND AS WE ARE ALL AWARE, ANY APPARENT INCREASE IN THE NUMBER, OR EVEN IN THE PERCENTAGE, OF HISPANIC UNDERGRADUATES ATTENDING INSTITUTIONS OF HIGHER EDUCATION IS ATTENUATED BY THE MAJOR INCREASES IN HISPANICS AMONG HIGH SCHOOL GRADUATES. SHORTLY AFTER THE YEAR 2000, AS WE ALL KNOW, MINORITIES WILL BECOME THE MAJORITY IN CALIFORNIA. CALIFORNIA WILL BE THE FIRST MAINLAND STATE TO BECOME

A MAJORITY-MINORITY STATE, AND HISPANICS WILL BE THE LARGEST BY FAR OF THE GROUPS. MOST PUBLIC SCHOOL DISTRICTS IN CALIFORNIA ARE ALREADY MAJORITY-MINORITY DISTRICTS. FOR THEM, THAT FUTURE IS ALREADY HERE.

THE POINT WHICH THESE DATA DRIVE HOME IS THAT IT IS OBVIOUS THAT EXISTING PROGRAMS ARE NOT ADEQUATE TO PROGRESS BEYOND THE CURRENT PLATEAU.

I AGREE WHOLEHEARTEDLY WITH BOB ATWELL, PRESIDENT OF THE AMERICAN COUNCIL ON EDUCATION, IN HIS RECENT CALL FOR A "NEW MOMENTUM" ACROSS THE LANDSCAPE OF AMERICAN HIGHER EDUCATION TO ADDRESS THE PROBLEMS OF MINORITY UNDERREPRESENTATION. HE COMPARES OUR SITUATION TO THAT OF A MARATHON RUNNER WHO HITS THE PSYCHOLOGICAL WALL OF RESISTANCE AT THE 18-MILE MARK:

> "...TO OVERCOME THE PSYCHOLOGICAL IMPACT, THE RUNNER MUST LOOK AT HOW FAR HE OR SHE HAS COME AND NOT AT THE TOUGH MILES LEFT TO GO. WE HAVE 'HIT THE WALL' ON

MINORITY PARTICIPATION AND ARE LOATHE TO FACE THE TOUGH ROAD AHEAD. OUR OWN INNER FATIGUE HAS BEEN ACCENTUATED BY AN ADMINISTRATION THAT HAS NOT SEEN EQUITY ISSUES AS IMPORTANT....THE RESULT OF THIS LACK OF NATIONAL LEADERSHIP, AND, LET US ADMIT, OUR OWN INERTIA, HAS BEEN STAGNATION AND BACKSLIDING IN MINORITY PARTICIPATION IN HIGHER EDUCATION. SINCE THE EARLY 80'S WE HAVE SEEN A STEADY DOWNTURN IN BLACK PARTICIPATION IN EDUCATION AT EVERY LEVEL AFTER HIGH SCHOOL GRADUATION, AND A SNAIL-PACED GROWTH IN THE ABYSMALLY LOW LEVEL OF HISPANIC PARTICIPATION. IT IS ABUNDANTLY CLEAR THAT WE NEED NEW MOMENTUM."

ATWELL IS EXACTLY RIGHT, NEW INITIATIVES ARE NEEDED TO INCREASE THE NUMBER OF HISPANICS, AMERICAN INDIANS, AND BLACKS WHO ARE PREPARED FOR UNIVERSITY STUDY, AND TO ENSURE THAT THEY RECEIVE THE ASSISTANCE NECESSARY TO ENROLL AND REMAIN IN COLLEGE. ALTHOUGH

UNDERREPRESENTATION IS A PROBLEM FOR A NUMBER OF MINORITY ETHNIC GROUPS, THE SITUATION IS PARTICULARLY CRITICAL FOR HISPANICS AND BLACKS, GIVEN THEIR INCREASING NUMBERS AND THEIR OVERALL RECORD OF LOW EDUCATIONAL ATTAINMENT.

IT IS FOR ALL OF THESE REASONS THAT I HAVE SO LITTLE PATIENCE WITH THE ARGUMENT THAT A "RECOVERY OF QUALITY" IN HIGHER EDUCATION--WHICH I FULLY SUPPORT--MUST SOMEHOW MEAN THAT WE TURN AWAY ALL INITIALLY UNDERPREPARED STUDENTS. I FIND TOTALLY UNACCEPTABLE THE INVOCATIONS OF QUALITY THAT LEAD OPERATIONALLY TO A DENIAL OF EQUITY FOR MINORITIES.

THE BRIEF OVERVIEW OF THE POSTSECONDARY EDUCATIONAL EXPERIENCES OF HISPANICS AND BLACKS THAT I HAVE GIVEN YOU UNDERSCORES THE NEED FOR CONCERTED ATTENTION AT THIS TIME AND THE CONTEXT FOR WHAT I HAVE TO SAY THIS AFTERNOON: THE RECRUITMENT AND RETENTION OF ETHNIC MINORITY FACULTY, STAFF, AND ADMINISTRATORS WHICH ARE KEY TO EFFECTING THE CHANGES NEEDED IN THE COLLEGES AND UNIVERSITIES OF THIS COUNTRY. HOWEVER, IT IS IMPORTANT TO

EMPHASIZE THAT THIS RECRUITMENT SHOULD BE A PART OF A COMPREHENSIVE EFFORT ON ANY GIVEN CAMPUS. BY THAT I MEAN THAT IT IS NOT JUST A MATTER OF RECRUITING FACULTY OR MINORITY ADMINISTRATORS. IDEALLY, IT SHOULD INVOLVE A COMPREHENSIVE APPROACH THAT INVOLVES AN INSTITUTION IN: (1) CONCERTED EFFORTS TO INCREASE THE NUMBER OF ETHNIC MINORITY STUDENTS ON CAMPUS THROUGH OUTREACH AND RETENTION EFFORTS; (2) THE REFORM OF CURRICULAR OFFERINGS IN A MANNER RESPONSIVE TO THE HISTORY, HERITAGE, AND CULTURAL DIVERSITY OF ITS STUDENT BODY; AND (3) ABOVE ALL, THE COMMITMENT OF THE INSTITUTION TO PROMOTING THE IMPORTANCE OF CULTURAL PLURALISM ACROSS THE VARIOUS DIMENSIONS OF CAMPUS OPERATIONS. ALL OF THIS HAS TO COME ACROSS AS GENUINE AND NEEDS TO BEGIN WITH A CLEAR AND UNEQUIVOCAL COMMITMENT AT THE TOP---THAT IS, THE COMMITMENT OF THE PRESIDENT, THE FACULTY LEADERSHIP, AND THOSE IN LEADERSHIP POSITIONS---WHICH PARTICULARLY PROCLAIM THE IMPORTANCE OF MOVING THE INSTITUTION IN THIS DIRECTION.

WITH THAT IN MIND, LET ME NOW TURN TO THE ISSUE OF HOW BEST TO

RECRUIT AND RETAIN ETHNIC MINORITY FACULTY. THE FIRST POINT THAT I WOULD LIKE TO STRESS IS THAT I DO NOT BELIEVE THAT A DESIGNATED AFFIRMATIVE ACTION OFFICER ON A CAMPUS, NO MATTER HOW GOOD HE OR SHE MIGHT BE, IS THE ANSWER OR THE PRIMARY SOLUTION TO THE PROBLEM OF HOW BEST TO INCREASE THE NUMBER OF ETHNIC MINORITY FACULTY ON A CAMPUS. IN FACT, I OFTEN MAKE THE POINT THAT THE REAL AFFIRMATIVE ACTION OFFICERS ON A CAMPUS NEED TO BE THE KEY DEANS AND FACULTY LEADERS IN A UNIVERSITY. HOWEVER, THAT IS NOT TO SAY THAT AFFIRMATIVE ACTION OFFICERS ARE NOT IMPORTANT AND THAT THEY DO NOT PLAY A VERY IMPORTANT CENTRAL ROLE IN SUCCESSFUL STRATEGY.

THE BEST WAY TO CONCEPTUALIZE A SUCCESSFUL STRATEGY IS TO THINK OF IT AS A CONTINUOUS AND INTERRELATED PROCESS. TO BEGIN WITH, THE CAMPUS MISSION STATEMENT AND ITS STATED PRIORITIES MUST REFLECT A COMMITMENT TO THE RECRUITMENT OF ETHNIC MINORITIES. THEN THE UNIVERSITY, THROUGH ITS AFFIRMATIVE ACTION OFFICER, AND THE DEANS, DIVISION AND DEPARTMENT HEADS, NEEDS TO ENSURE THAT THE SEARCH COMMITTEES SET UP TO CARRY OUT THE TASK UNDERSTAND WHAT IS

EXPECTED OF THEM, AS WELL AS THE IMPORTANCE OF TAKING A PROACTIVE POSTURE IN SEARCHING OUT ETHNIC MINORITY CANDIDATES.

THE DEVELOPMENT OF THE POSITION DESCRIPTION BY THE COMMITTEE IS A VERY IMPORTANT INITIAL STEP. IDEALLY, THE POSITION DESCRIPTION SHOULD BE WRITTEN IN A MANNER THAT ENABLES THE INSTITUTION TO CAST AS BROAD A NET AS POSSIBLE. WHAT I MEAN SPECIFICALLY IS THAT, YES, WE WANT TO RECRUIT A PERSON THAT FITS WHAT THE DEPARTMENT OR DIVISION DEFINES IN A CONTENT-SPECIALIZATION SENSE, BUT JOB DESCRIPTIONS MUST BE WRITTEN IN TERMS AS FLEXIBLE AND AS BROAD AS POSSIBLE. THE CRUX OF THE ISSUE IS THAT WE ALL NEED TO BE CONVINCED OF THE IMPORTANCE OF THE UNIQUE STRENGTHS AND ABILITIES THAT ETHNIC MINORITY INDIVIDUALS BRING AND, IN A POSITIVE SENSE, WHAT ADDING THEM TO THE FACULTY RANKS WILL MEAN TO THE DEPARTMENT OR DIVISION INVOLVED. THE RECRUITMENT OF SUCH INDIVIDUALS MUST BE VIEWED AS A MOST POSITIVE ACTION AIMED AT SECURING A VERY IMPORTANT AND NEEDED ADDITIONAL RESOURCE FOR THE CAMPUS. THE ACTUAL POSITION DESCRIPTION, OF COURSE, MUST CONTAIN

THE USUAL ASSURANCES THAT THE CAMPUS IS AN EQUAL OPPORTUNITY EMPLOYER, AND SHOULD INCLUDE APPROPRIATE CULTURALLY SENSITIVE STATEMENTS ABOUT THE PHILOSOPHY OF THE CAMPUS. IT IS ALWAYS IMPORTANT IN THIS CONNECTION TO ENSURE THAT THE CAMPUS GOES CLEARLY ON RECORD AS AN INSTITUTION THAT IS WORKING ENERGETICALLY TO ENCOURAGE APPLICATIONS FROM ETHNIC MINORITIES. HOWEVER, I WOULD EMPHASIZE THAT THE WORDING IN THE JOB DESCRIPTION AND THOSE KINDS OF PARTICULARS ARE NOT NEARLY SO IMPORTANT AS THE POINTS I JUST UNDERSCORED CONCERNING THE INTENT AND POSTURE OF THE DEPARTMENT OR DIVISION VIS-A-VIS THE FORMULATION OF A POSITION IN A DEPARTMENT OR DIVISION THAT REFLECTS THE INTENTIONS AND AUTHENTICITY OF COMMITMENT.

I MUST ALSO SAY A WORD OR TWO ABOUT THE ORGANIZATION AND COMPOSITION OF SEARCH COMMITTEES. IDEALLY, A CAMPUS SHOULD DEVELOP A PROCESS WHEREBY EVERYONE AGREES TO HAVE COMMITTEES WHICH ARE REPRESENTATIVE IN TERMS OF RACIAL BACKGROUND, GENDER, AND RELATED CONCERNS. HOWEVER, WE HAVE TO GO BEYOND THAT TO ENSURE

THAT THE COMMITTEE IS ABLE TO TAKE AN AGGRESSIVE PROACTIVE STANCE IN ENSURING THAT THE POOL OF CANDIDATES INCLUDES SUBSTANTIAL NUMBERS OF SOLID, WELL-QUALIFIED ETHNIC MINORITY INDIVIDUALS. ONE STRATEGY WHICH HAS WORKED VERY WELL ON MANY CAMPUSES IS THE DESIGNATION OF A MEMBER OF THE SEARCH COMMITTEE TO BE THE DESIGNATED AFFIRMATIVE ACTION ADVOCATE. SOMETIMES THAT INDIVIDUAL IS NAMED BY THE AFFIRMATIVE ACTION OFFICER; AT OTHER TIMES IT IS SIMPLY AGREED UPON AMONG THE COMMITTEE MEMBERS. THE IMPORTANT FUNCTION OF THE AFFIRMATIVE ACTION DESIGNEE ON A SEARCH COMMITTEE IS SIMPLY TO PUSH THE COMMITTEE TO TAKE INTO CONSIDERATION WHATEVER IS APPROPRIATE TO ENSURE THAT ETHNIC MINORITY CANDIDATES ARE GIVEN A "FAIR SHAKE."

REGARDING THE PROCESS ITSELF, SEVERAL THINGS HAVE TO BE UNDERSTOOD AND EMPHASIZED IN THE ORIENTATION OF SEARCH COMMITTEES. FIRST OF ALL, IT HAS TO BE UNDERSTOOD THAT THE AFFIRMATIVE ACTION CANDIDATES, MEANING ETHNIC MINORITIES AND WOMEN, WILL VERY OFTEN NOT HAVE AS LONG AN EXPERIENCE TRAIL AS OTHER CANDIDATES. IT MUST

BE UNDERSTOOD THAT THE REASON WE HAVE AFFIRMATIVE ACTION IS THAT, BY DEFINITION, "ETHNIC MINORITIES AND WOMEN" HISTORICALLY HAVE NOT BEEN PART OF THE EMPLOYEE POOLS IN THESE KEY AREAS WE ARE TRYING TO AFFECT. THEREFORE, IT SHOULD COME AS NO SURPRISE THAT MOST OF THE ETHNIC MINORITY AND WOMEN CANDIDATES WILL BE THE MORE RECENT ARRIVALS ON THE EMPLOYMENT SCENE AND, THUS, THE QUESTION OF BASICALLY QUALIFIED AND "COMPARABLE OR EQUIVALENT EXPERIENCES" ISSUES BECOMES VERY IMPORTANT.

WHAT I AM GETTING AT IS SIMPLY THIS: FIRST, IT IS IMPORTANT FOR A SEARCH COMMITTEE TO DETERMINE WHO ARE THE INDIVIDUALS IN THE POOL THAT MEET THE BASIC QUALIFICATIONS FOR THE JOB IN TERMS OF MINIMUM EDUCATIONAL BACKGROUND, TRAINING, AND EXPERIENCE. THEN, IT IS IMPORTANT TO ENSURE THAT ETHNIC MINORITY INDIVIDUALS ARE SCREENED <u>IN</u>, RATHER THAN SCREENED <u>OUT</u>, AS THE COMMITTEE MOVES TOWARD MAKING A DECISION ON WHO IS GOING TO BE BROUGHT IN FOR AN INTERVIEW. IN DETERMINING WHO IS TO BE INCLUDED IN THE FINALIST POOL, IT IS ABSOLUTELY ESSENTIAL THAT THE COMMITTEE RECOGNIZE AND

ACCEPT THAT THE ETHNIC MINORITY FACULTY MEMBERS WILL OFTEN INTERVIEW AND PROVE FAR BETTER IN PERSON THAN COMPARATIVELY THEIR PAPERS MIGHT SEEM TO INDICATE. WHETHER ONE AGREES WITH THAT OR NOT, IT IS ESSENTIAL THAT AT THE VERY LEAST THE COMMITTEE BE WILLING TO GIVE THE TOP ETHNIC MINORITY CANDIDATES THE BENEFIT OF THE DOUBT AND INCLUDE THEM IN THE POOL OF INDIVIDUALS INTERVIEWED.

IN THE PROCESS OF DECIDING WHO IS TO BE BROUGHT IN FOR INTERVIEW, THE DEAN HAS A VERY IMPORTANT ROLE TO PLAY. THE PROCEDURE SHOULD PROVIDE FOR AN ONGOING DIALOGUE BETWEEN THE SEARCH COMMITTEE AND THE DEAN AT THE OUTSET OF THE SEARCH, AS WELL AS DURING AND IN THE FINAL STAGES. IT IS ESPECIALLY IMPORTANT THAT THE DEAN BE INVOLVED WITH THE COMMITTEE IN REVIEWING THE SEMI-FINALIST LIST AND IN EXCHANGING VIEWS WITH THE COMMITTEE REGARDING WHOM TO BRING IN FOR THE INTERVIEW. IN THOSE DELIBERATIONS, THE DEAN NEEDS TO BE FIRM IN PUSHING COMMITTEES THAT MAY BE RELUCTANT TO DO SO AND NOT TO FAIL TO INCLUDE THE TOP ETHNIC MINORITY CANDIDATES AMONG THOSE THAT ARE TO BE INTERVIEWED.

SOMETIMES IT MAY BE NECESSARY FOR A DEAN TO REFUSE TO APPROVE A LIST OF CANDIDATES TO BE INTERVIEWED, UNLESS AFFIRMATIVE ACTION CANDIDATES ARE INCLUDED. IF THE PROCESS IS WORKING RIGHT, THAT SHOULD NOT BE NECESSARY.

ONE OF THE MOST DIFFICULT ISSUES TO ADDRESS IN THE COMMITTEE DELIBERATIONS IS THE ISSUE OF "BEST QUALFIED" VS. "MINIMALLY OR BASICALLY QUALIFIED." IT IS NOT UNUSUAL TO ENCOUNTER SITUATIONS WHERE SEARCH COMMITTEES WILL BE JUDGING CANDIDATES ON OVERALL NARROW GROUNDS, AND THEREBY SIMPLY ARGUE THAT, BECAUSE A NON-MINORITY CANDIDATE HAS A LONGER LIST OF PUBLICATIONS, MORE YEARS OF UNIVERSITY TEACHING EXPERIENCE, OR OTHER STRENGTHS PRIMARILY RELATED TO YEARS IN ACADEME, THAT CANDIDATE SHOULD BE OFFERED THE JOB SINCE HE OR SHE IS THE "BEST QUALIFIED." SUCH RECOMMENDATIONS OFTEN DISREGARD THE ETHNIC STRENGTHS AND THE RESOURCES THAT MINORITY INDIVIDUALS CAN BRING. MOST IMPORTANT OF ALL, THEY DO NOT TAKE INTO ACCOUNT THE FACT THAT THE ETHNIC MINORITY CANDIDATE THAT THEY ARE PASSING OVER MORE OFTEN IS JUST AS

COMPETENT AND ABLE IN TERMS OF THE JOB REQUIREMENTS STATED. THIS IS A VERY TOUGH ISSUE, BUT ONE THAT REQUIRES A FAIR AND UNFLINCHING BELIEF IN THE IMPORTANCE OF THE DIVERSIFICATION OF THE FACULTY AS WE LOOK TO THE DECADES AHEAD.

I SHOULD ALSO EMPHASIZE THAT AS PART OF THIS PROCESS IT WOULD BE IDEAL IF SUCH PROCEDURES CALLED FOR THE COMMITTEE TO SUBMIT THREE OR MORE INDIVIDUALS AS THEIR FINALISTS IN THEIR RECOMMENDATION TO THE DEAN. RECOMMENDATIONS TO THE DEAN SHOULD COME UNRANKED AND THE DEAN SHOULD BE PREPARED, IF NEED BE TO REJECT THOSE RECOMMENDATIONS IF NO ETHNIC MINORITIES ARE INCLUDED AMONG THOSE BEING RECOMMENDED. IN ADDITION, IT WILL BE NECESSARY, ON OCCASION, TO REOPEN A PARTICULAR SEARCH OR TO ASK ADDITIONAL INDIVIDUALS IN FOR AN INTERVIEW BEFORE MAKING A FINAL DECISION.

THE IMPORTANT POINT TO UNDERSCORE ABOUT A SEARCH PROCESS IS THAT IT IS POSSIBLE TO ORGANIZE SUCH SEARCHES IN A MANNER THAT PROVIDES FOR ADEQUATE CONSULTATION AND ENSURES FAIRNESS AND EQUITY IN THE PROCESS. SUCCESS ALONG THESE LINES, HOWEVER, REQUIRES THAT

ALL OF THOSE INVOLVED BE OPEN, COMMITTED TO DIVERSITY GOALS, AND FAIR-MINDED.

WHAT I HAVE JUST REVIEWED WITH YOU IS THE MOST IMPORTANT COMPONENT OF AN EFFECTIVE CAMPUS STRATEGY FOR THE RECRUITMENT OF MINORITY FACULTY. THERE ARE SOME ADDITIONAL SPECIAL EFFORTS I WOULD LIKE TO MENTION THAT VARIOUS CAMPUSES HAVE FOUND VERY USEFUL. THE FIRST IS WHAT I WOULD CALL THE "AFFIRMATIVE ACTION OPPORTUNITY HIRES." IN THIS STRATEGY, A CAMPUS IDENTIFIES A SELECTED NUMBER OF POSITIONS WHICH ARE ANNOUNCED AS OPEN, AND FOR WHICH DEPARTMENTS ACROSS THE INSTITUTION ARE ENCOURAGED TO SEEK OUT QUALIFIED AFFIRMATIVE ACTION PROSPECTS, REGARDLESS OF WHETHER THEY HAVE AN OPENING OR NOT. THE IDEA IS THAT EVEN THOSE DEPARTMENTS WHERE ENROLLMENTS DO NOT JUSTIFY NEW POSITIONS WOULD BE ABLE TO RECRUIT NEW PEOPLE IF THEY COULD FIND QUALIFIED ETHNIC MINORITY FACULTY CANDIDATES. IN EFFECT, THE DIFFERENT DEPARTMENTS ARE INVOLVED IN BIDDING FOR A CERTAIN NUMBER OF POSITIONS, IF THEY ARE ABLE TO IDENTIFY QUALIFIED ETHNIC MINORITY INDIVIDUALS FOR THOSE SLOTS. A

SECOND STRATEGY IS WHAT WE CALL THE "GROW YOUR OWN" APPROACH. THIS REFERS TO A PROGRAM WHEREBY AN INSTITUTION IDENTIFIES ETHNIC MINORITY INDIVIDUALS INTERESTED IN PURSUING A DOCTORAL DEGREE AND SUPPORTS THEM FINANCIALLY UP TO A CERTAIN AMOUNT. IN OUR SYSTEM WE COUPLE THIS WITH A LOAN FORGIVENESS OPTION, WHEREBY AN INDIVIDUAL IS PROVIDED UP TO A MAXIMUM OF $30,000 TO COMPLETE HIS OR HER DOCTORAL STUDIES. PROVIDED HE OR SHE AGREES TO RETURN TO THE CSU TO TEACH, THE INSTITUTION COMMITS ITSELF TO EMPLOYING THE INDIVIDUAL, AS WELL AS TO PROVIDING THE LOAN. SUCH LOANS CAN BE COMPLETELY FORGIVEN IF THE INDIVIDUAL RETURNS TO TEACH FOR US FOR FIVE YEARS. SHOULD THE INDIVIDUAL CHOOSE TO LEAVE PRIOR TO THAT TIME, THEN HE OR SHE IS OBLIGATED TO PAY THE DIFFERENCE.

A THIRD STRATEGY IS THE SO-CALLED "TWO FOR ONE" APPROACH. THIS INVOLVES THE APPROVAL FOR AN ADDITIONAL POSITION FOR A DEPARTMENT OR DIVISION WHERE AN ADDITIONAL ETHNIC MINORITY INDIVIDUAL HAS BEEN IDENTIFIED. A TYPICAL SITUATION IS WHERE, SAY, A DEPARTMENT OF HISTORY HAS MORE THAN ONE TOP CANDIDATE AND ARGUES

THAT IT WOULD LIKE TO HIRE TWO, EVEN THOUGH IT HAS ONLY ONE POSITION. THE DECISION TO HIRE TWO OFF ONE POSITION DESCRIPTION IS MADE ON THE BASIS THAT IT IS ENHANCING THE CULTURAL DIVERSITY GOALS OF THE INSTITUTION. ONCE WE HAVE RECRUITED GOOD ETHNIC MINORITY FACULTY, IT IS IMPORTANT TO PAY ATTENTION TO HOW BEST TO KEEP THEM. THE RETENTION OF MINORITY FACULTY NEEDS TO BE AS BIG A CONCERN FOR US INSTITUTIONALLY AS RECRUITING THEM IN THE FIRST PLACE.

IDEALLY, THE PROCESS OF SUCCESSFULLY RETAINING OUR MINORITY FACULTY COLLEAGUES NEEDS TO BEGIN WITH THE ACTUAL INTERVIEWS. THROUGHOUT, THE INTENT HAS TO BE FOCUSED ON TAKING THE STEPS NECESSARY TO MAKE THE PERSON FEEL WELCOME TO ENSURE THAT THE INSTITUTION DOES WHAT IT MUST TO ASSIST THE NEWCOMER BE SUCCESSFUL.

PROPER ORIENTATION TO OUR INSTITUTIONS IS OBVIOUS AND IMPORTANT, BUT I WOULD URGE THAT A SPECIAL EFFORT BE MADE TO INVOLVE OTHER MINORITY FACULTY AND STAFF ALREADY ON CAMPUS IN HELPING ORIENT THE NEW PERSON. THE INSTITUTION NEEDS TO TELEGRAPH THE IMPORTANCE OF THIS APPROACH OPENLY AND POSITIVELY. THIS

COMMUNICATES A MOST POSITIVE AND MEANINGFUL MESSAGE---THAT THE INSTITUTION TRULY CARES AND WANTS TO BE SUPPORTIVE.

AT THE SAME TIME IT IS ALSO IMPORTANT TO SEEK OUT AND INVOLVE OTHER NON-MINORITY FACULTY IN HELPING ORIENT NEW MINORITY FACULTY TO THE CAMPUS. AND THAT, TOO, WILL TELEGRAPH QUITE A POSITIVE MESSAGE ACROSS THE CAMPUS. THERE MAY ALSO BE SOME OFF-CAMPUS NETWORKS THAT MAY BE HELPFUL TO INVOLVE IN ORIENTATION. MUCH WILL DEPEND ON THE NEW FACULTY MEMBER'S INTERESTS AND PROFESSIONAL FOCUS.

PERHAPS THE MOST IMPORTANT AREA CONCERNS HOW WE BEST ASSIST THE NEW FACULTY MEMBER TO GET MOVING PROFESSIONALLY. HOW DO WE PROVIDE THE RIGHT KIND OF HELP TO ENSURE THAT THIS NEW COLLEAGUE IS SUCCESSFUL? WE SHOULD BEGIN BY ENSURING THAT OUR NEWCOMER HAS A DESIGNATED SUPPORT PERSON (WHO MAY EVEN BECOME A MENTOR) ON WHOM HE OR SHE CAN LEAN FOR HELP AND COUNSEL, ESPECIALLY THE FIRST YEAR. IT HELPS IF THE PERSON IS IN THE SAME FIELD AND DEPARTMENT.

THE FOCUS OF THIS ASSISTANCE SHOULD BE ON HELPING THE NEW

FACULTY MEMBER TO BE SUCCESSFUL IN TEACHING, AS WELL AS IN HIS OR HER SCHOLARLY ACTIVITIES. PROVIDING FRIENDLY AND IMMEDIATE HELP AND SUPPORT IN ORGANIZING TO TEACH THE COURSES ASSIGNED, IS OFTEN OF CRITICAL IMPORTANCE. SUCH OFFERS OF ASSISTANCE SHOULD ALWAYS BE TENDERED TACTFULLY, IN A FULLY PROFESSIONAL MANNER WITHOUT CONDESCENSION, BUT ALSO WITH FULL RECOGNITION THAT GETTING OFF TO A GOOD START IS ESSENTIAL.

IT IS ALSO VERY IMPORTANT TO REMEMBER TO BE EXTRA SUPPORTIVE OF INDIVIDUALS WHO ARE NEW TO COLLEGE TEACHING. DO NOT ASSUME, FOR EXAMPLE, THAT THE NEWCOMER KNOWS WHAT HE OR SHE NEEDS TO KNOW ABOUT HOW THE LIBRARY WORKS, THE RESOURCES THAT ARE AVAILABLE AND HOW TO ACCESS THEM; WHAT AUDIO-VISUAL AIDS SUPPORT IS AVAILABLE ON CAMPUS; AND, EXISTING COMPUTING SUPPORT ETC.ETC.

THEN, OF COURSE, WE MUST HELP NEW MINORITY FACULTY UNDERSTAND VERY WELL THAT OFTEN RATHER MYSTICAL PROCESS SO CENTRAL TO OUR ACADEMIC ETHOS---THE TENURE AND PROMOTIONS PROCESS. IT IS IMPORTANT TO MAKE CLEAR NOT JUST THE WRITTEN AND STATED

EXPECTATIONS BUT TO ASSIST THE NEWCOMER GET STARTED. HELP IN ORGANIZING THE RPT FILE CAN MAKE A TREMENDOUS DIFFERENCE. WHAT SHOULD OUR NEW COLLEAGUE KNOW ABOUT WHAT IS EXPECTED WITH REGARD TO PUBLICATIONS AND RESEARCH? HOW MUCH DOES EFFECTIVE TEACHING COUNT? WHAT ABOUT SERVICE ACTIVITIES? DOES THE INSTITUTION REALLY COUNT AND TAKE INTO CONSIDERATION THE CONTRIBUTIONS THAT SUCH FACULTY WILL BE MAKING IN ETHNIC-RELATED ADVISING AND REPRESENTATION ACTIVITIES? WHICH PUBLICATIONS COUNT AND IN WHICH JOURNALS? IN SHORT, HOW DO THINGS REALLY WORK AROUND THESE MATTERS?

RELATED TO ALL THIS IS THE NEED TO PROVIDE SPECIAL FINANCIAL SUPPORT THE FIRST TWO YEARS FOR SCHOLARLY ACTIVITIES. IT IS IMPERATIVE THAT THESE NEW COLLEAGUES BE PROVIDED SUPPORT IMMEDIATELY FOR THIS PURPOSE.

THEN, THERE ARE THOSE THINGS WE SHOULD NOT DO TO OUR NEWCOMERS. THE MOST IMPORTANT OF THESE IS NOT TO OVERLOAD MINORITY NEWCOMERS WITH EXCESSIVE DEMANDS. OFTEN WHAT HAPPENS IS THAT BECAUSE WE DO NOT HAVE VERY MANY MINORITY FACULTY, WE ASK THE FEW

THAT WE HAVE TO SIT ON FIVE, SOMETIMES TEN OR MORE, TIMES AS MANY COMMITTEES AS ANYONE ELSE. WE EXPECT THEM TO COUNSEL ALL MINORITY STUDENTS IN THEIR AREA, IN ADDITION TO BEING AVAILABLE TO ETHNIC STUDENTS GENERALLY, AND BE OUR MINORITY REPRESENTATIVE ON NUMEROUS OFF- AND ON-CAMPUS COMMITTEES AND INITIATIVES. WE SHOULD BE JUSTIFIABLY PROUD THAT WE HAVE THESE GREAT NEW ETHNIC RESOURCE PEOPLE, BUT LET'S NOT BURY THEM AND THEN EXPECT THEM ALSO TO TEACH AS MUCH, PUBLISH AS MUCH AS NON-ETHNIC FACULTY, AND OVERALL BE THE TOP PROFESSIONAL SUPER-ACHIEVERS WE HIRED THEM TO BE.

FINALLY, AS MINORITY FACULTY SETTLE IN WITH US, PLEASE DO TAKE SPECIAL PAINS TO MAKE THEM CONTINUE TO FEEL WANTED AND SUPPORTED, ESPECIALLY IN THEIR PROFESSIONAL ENDEAVORS. LET THEM KNOW WHEN THEY ARE DOING WELL. WE ACADEMICS VALUE AND HOLD PROFESSIONAL CONCERNS DEAR AND IN THE HIGHEST REGARD, WHICH IS APPROPRIATE. THUS, WHEN WE COMMUNICATE OUR INTEREST AND SUPPORT FOR MINORITY FACULTY ENDEAVORS ALONG THESE LINES, WE EXPRESS OUR VALUING OF THEM IN THE BEST AND MOST AUTHENTIC SENSE. THERE ARE FEW MORE

MEANINGFUL MESSAGES IN ACADEME, SO LET US BE AWARE OF THAT AND LEARN TO COMMUNICATE OUR SUPPORT OF THEIR INVOLVEMENTS IN SUCH THINGS. IT WILL PAY TREMENDOUS DIVIDENDS IF WE DO.

THOSE, THEN, ARE THE BASIC AND STRATEGICALLY IMPORTANT ELEMENTS THAT I CONSIDER TO BE ESSENTIAL IN MOUNTING A SUCCESSFUL CAMPUS APPROACH TO THE RECRUITMENT AND RETENTION OF ETHNIC MINORITY FACULTY. AND I CERTAINLY DO NOT HAVE TO TELL THIS GROUP THAT PUSHING ON THESE MATTERS THESE DAYS IS NOT EASY.

IN CLOSING, LET ME COMMEND YOU, AGAIN, FOR FOCUSING ATTENTION ON THIS MOST IMPORTANT ISSUE AND I THANK YOU FOR INVITING ME TO BE A PART OF YOUR CONFERENCE. IT IS A MAJOR CHALLENGE THAT WE FACE IN THIS REGARD AND, CERTAINLY, IT IS ONE THAT REQUIRES LEADERSHIP AND COMMITMENT ACROSS LEVELS AND SYSTEMS. THOUGH IT IS A TALL ORDER INDEED, IT IS ONE THAT WE MUST NOT FLINCH FROM AS WE JOIN IN COMMON CAUSE TO SHAPE THE NEW PROFILE OF CALIFORNIA HIGHER EDUCATION IN THE DECADES AHEAD.

THANK YOU.